

School No.: 565504

# **Quality Review Report (Translated Version)**

**Hong Kong Young Women's Christian  
Association Faith Hope Nursery School**

**G/F, Lung Hong House, Lower Wong Tai Sin Estate, Kowloon**

**2, 3 & 5 July 2024**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 2, 3 & 5 July 2024**

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

## **School Performance**

### **1. Promoting Continuous Development of School**

- 1.1 The school maintains close communication and collaboration with the affiliated schools of the organisation, such as organising joint-school teacher training and promoting parent education together, to pool together resources and experiences for driving the development of the schools. Through school visits and regular meetings, the leadership team monitors the school operation and renders timely support. Clear guidelines are in place in the school to help the staff discharge their duties and the daily matters are properly managed. The management puts much effort into fostering the professional growth of the team. It provides appropriate induction for the newly recruited teachers to grasp the teaching requirements the soonest. In tandem, school-based professional development activities that tie in with the major concerns of the school are arranged for strengthening teachers' relevant knowledge and capability. Members of the team practise what they have gained from training proactively, striving to implement the major tasks.
- 1.2 In the previous school year, the school regarded improving children's physical and sensory development as its major concern. It flexibly adjusted the work objectives and strategies at an opportune time according to children's actual situation so as to focus more on addressing the physical development needs of children. To keep pace with the kindergarten education trends and at the same time taking account of children's interests, the school is committed to promoting traditional Chinese art this school year. It equips teachers with relevant knowledge and enriches the curriculum progressively as well as encouraging parent participation to enhance children's experiences and guide children to appreciate the excellent Chinese culture. On the whole, the team keeps reviewing the work effectiveness to understand the pace of development and needs of the school to devise plans and strategies that meet the school context. It promotes the continuous improvement and advancement of the school through a sound self-evaluation mechanism.
- 1.3 The school accepts and cares about learner diversity that an identification and referral

mechanism has been established. Relevant training is also planned based on children's development to support teachers in catering for children with special needs effectively. Besides, the school organises an adaptation week for newly admitted children and lets parents accompany their child in classes, helping children integrate into a new environment gradually. It leads K3 children to visit primary schools as well to let them learn about primary school life in advance and get prepared for promoting to primary one. The school utilises different channels to maintain good contact with parents, including sending online daily teaching logs, inviting parents to the school for lesson observation and visits and distributing school publications regularly, to facilitate parents to understand their child's learning and its curriculum rationale. The parent-teacher association also assists the school in gathering parents' views to foster home-school communication. The school is keen to build a partnership with parents. Apart from organising diversified parenting activities in accordance with annual major tasks and parents' needs, the school also provides parents with systematic training of parent-child paired reading to work hand-in-hand with them in nurturing children's reading interest and habit. Parents are willing to take part in school activities and volunteer services, accompanying children's learning and growth.

## **2. Learning and Teaching**

- 2.1 Using the curriculum framework of the organisation as a foundation and themes that centred on children's life experiences, the school plans an integrated curriculum which connects all learning areas. Teachers design a wide range of learning activities that are in line with the thematic content for children to construct knowledge by exploring and experiencing in person. Teachers also utilise community resources to arrange relevant visits to help children broaden their horizons and extend what they have learnt. Different types of activities are included in the daily schedule of the school while there are mixed-age play sessions to encourage children to interact and learn from one another, fostering their balanced and all-round development.
- 2.2 The school has formulated a policy on the assessment of child learning experiences. Teachers devise specific assessment content that corresponds to the curriculum objectives. They follow explicit guidelines and criteria to continuously observe and record children's performance in different domains. Meanwhile, teachers conduct

summative assessments on a regular basis and share children's development and follow-up measures with parents at opportune times to support the growth of children. Teachers consolidate the assessment information to understand children's overall learning and use it as a reference for reviewing teaching effectiveness. In respect of the recommendations of the previous Quality Review about the K1 pre-writing activities, the school has revised the design of line drawing exercises to meet children's abilities and needs.

- 2.3 The management keeps track of the curriculum implementation and teaching effectively through different means, including attending meetings of lesson planning and scrutinising teaching plans, and gives advice on the content and design of the learning activities. It conducts classroom walkthroughs and lesson observations as well as giving concrete feedback to teachers in meetings to discuss together plans for enhancing teaching. Teachers reflect on the activity effectiveness regularly and carry out an overall review upon completion of a theme. They may make suggestions for improvement in view of the actual situation of lesson delivery and children's performance so as to refine learning and teaching unceasingly.
- 2.4 In this school year, the school regards facilitating children's understanding and appreciation of Chinese art and culture as its major concern, with improving the content of art activities in a focused manner as its implementation strategy. Training is arranged for teachers to enhance relevant expertise and skills. Through collaborative lesson planning, teachers design art and music activities that suit children's interests and abilities. Such activities include allowing children to make dragon kites and small fragrance sachets to try creating handicrafts abounded with traditional cultural characteristics, and listen to Chinese style songs and play Chinese instruments to appreciate the exquisiteness and beauty of Chinese music. Teachers also organise museum visits, and lion dance and Wushu demonstrations, guiding children to extend their learning outside school. Besides, the school invites parents to enjoy children's art exhibition and Kung-fu performance for witnessing together the fruits of children's creation and hard work while promoting the understanding and cooperation of parents concerning the school's development work. Generally speaking, the school meticulously schedules diversified activities to increase children's exposure to traditional Chinese art, thereby nurturing their interest and passion regarding Chinese culture from an early age.
- 2.5 The school conscientiously decorates the learning environment for children. A display board about friends in the hallway allows children and the teaching staff to

share their moods and messages with one another by audio recording, or they can draw pictures to introduce their favourite things. Through these interesting ways, children get to know more about their peers and teachers as well as having better interactions with them. In conjunction with the implementation of the major concern, children's artworks such as tie-dye, paper cutting and ink paintings are exhibited everywhere on campus for children's mutual appreciation, exuding Chinese cultural vibes. The design of the interest corners aligns with the thematic learning content of water. In the role-play corners, children learn to put on swimsuits and wear goggles to simulate swimming at a beach. They also play the role of a waiter to try to prepare beverages with water, thus developing life skills through play. Teachers place an array of containers and tools in the exploratory corners to encourage children to explore ways of pouring water into vessels or comparing the volume thereof, so as to cultivate children's active exploration and problem-solving skills. Teaching aids are of various levels of complexity and children are free to choose from them for manipulation. Children concentrate on completing simple learning tasks that train their fine motor skills and eye-hand coordination. Moreover, children and their peers play language matching games, building blocks and so forth joyfully. They also like going to the reading corners to read aloud the book content and discuss the storylines, demonstrating an interest in reading. Quite a number of children takes the initiative to draw and write in the language corners to show their appreciation and gratitude to teachers and peers.

- 2.6 Teachers understand and cater for children's needs properly. They often give encouragement and recognition to children, creating a positive and harmonious learning atmosphere. Children are obedient, courteous and engaged in learning. For instance, they follow teachers' instructions to carry out physical circuit games in an orderly manner while communicating and cooperating with their peers proactively to come up with physical games that have multiple ways of play. Teachers strive to incorporate elements of sensory exploration into learning activities. They prepare adequate teaching materials for children to observe, listen, manipulate and test first-hand, arousing their learning interest and curiosity. When planning thematic and music activities, teachers are advised to strengthen the connection between learning objectives and activity designs so that it would be more effective in leading children to discover and grasp new knowledge. During free choice and mixed-age activity sessions, teachers observe children's performance and are willing to play with children. They aptly render assistance to children and guide them in making more

attempts. Children take part in activities according to their preference. They romp about and have fun with peers of different grade levels while helping and encouraging one another, thoroughly enjoying themselves. After the activities, teachers lead children to review their group learning. Teachers ask children to share their works and experiences as well as feelings during the creation progress, which is conducive to consolidating children's learning.

### **3. Recommendations for Enhancing Self-improvement of School**

The management steers teachers to practise the rationale of school self-evaluation to refine the work of different domains for promoting the development and advancement of the school. The management may strengthen its support in view of teachers' needs, such as improving teachers' skills in designing thematic and music activities that are in line with the learning objectives, along with fostering mutual exchange and learning among teachers to enhance their teaching competence, thereby raising the quality of learning and teaching unceasingly.